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## EDUCATIONAL WRITINGS

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### I. RECENT TEXTBOOKS IN SECONDARY-SCHOOL GERMAN

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The trend of the new textbooks in German is unmistakably toward the direct method. The book that contains exercises for translation is now the exception. Two series, the "Walter-Krause German Series" and the new "Macmillan German Series," employ the direct method most consistently, since they not only contain German-German exercises, but are also equipped with German notes and German-English-German vocabularies.

Not all the books of the year could be included in this survey on account of lack of space. Revised editions of older texts have been consistently omitted.

PROKOSCH, E. *Deutscher Lehrgang. Erstes Jahr.* New York: Henry Holt & Co.

This is the first volume in a series by the author and C. M. Purin, whose book for the second year is announced as in press. This new volume by Mr. Prokosch is not a revision of the author's older beginning textbook, but an entirely new book, though some of the reading material of the earlier books has been used. The present volume differs from its predecessors in that it is more consistently a direct-method book and presents a more limited amount of grammatical material.

After a few very simple reading lessons on such subjects as the room, the family, the school, and the year, the reading texts consist for the most part of short stories, legends, and geographical selections. There are also poems and songs. The book contains a synopsis of grammar in English, a German-English vocabulary, and a two-page colored map of Germany. There is no index.

Although English is resorted to occasionally, practically all the directions and grammatical explanations in connection with the reading lessons are given in simple German. Under "Erklärungen" the meaning of new words in the texts is given, as far as is practicable, through other German words which are already known to the student or whose meaning is easily guessed.

There are the usual exercises and questions based on the text, besides some exercises for vocabulary drill. Map-drawing and the systematic use of a grammar notebook are provided for by suggestions given from time to time.

The distinguishing feature of the book is the stress laid on correct pronunciation. Practical exercises in pronunciation accompany the reading lessons to the twelfth "Abschnitt." The correct pronunciation of words is also indicated in the vocabulary by means of phonetic symbols. A complete phonetic transcription of the first six "Abschnitte" has been published separately in pamphlet form (*First German Lessons in Phonetic Spelling* [Henry Holt & Co.]), so that those who prefer to use the phonetic symbols exclusively at the beginning may do so.

The exercises in pronunciation will undoubtedly contribute to the popularity of the book. Teachers who are desirous of improving their work in phonetics will find this book a valuable aid in the work of the classroom. The new book *Sounds and History of the German Language* (Henry Holt & Co.) by the same author may be mentioned in this connection as a most effective further aid to the teacher.

BETZ, FREDERICK, AND PRICE, WILLIAM RALEIGH. *A First German Book after the Direct Method*. New York: American Book Co.

It is significant of the progress which the direct method is making in this country that most of the beginning books of the year contain special exercises in pronunciation. The first two lessons of this book consist of such "Sprechübungen." The phonetic symbols are given in the introductory material, but their use is not obligatory. The first reading lessons consist of connected sentences about the school and home life of the pupil. The rest of the reading selections are with a few exceptions short narratives. A parallel set of lessons is given in almost all the topics of grammar taken up for the purpose of furnishing additional drill for slow classes or of providing material for reviews, tests, and sight work. The material is as a result voluminous, the reading lessons and exercises covering 307 pages.

The grammar covered is approximately that usually found in beginning books. The grammatical explanations accompanying the reading lessons are given almost exclusively in English, but the outline of grammar in the Appendix is in German.

The direct-method exercises are very numerous and practical. They focus the attention of the student on the essentials more successfully than is generally the case.

There are fourteen pages of word-lists. Related words and antonyms for the adjectives and verbs in the lists are given. These additional words are, however, in many cases not found in the reading material or in the German-English vocabulary.

The book is provided with a two-page colored map, an index, and numerous illustrations. It is intended for use in junior and senior high schools.

SCHMIDT, L. M., AND GLOKKE, E. *Das erste Jahr Deutsch nach der direkten Methode*. Boston: D. C. Heath & Co.

*Das erste Jahr Deutsch* presents an organization of the first-year work in German which puts language rather than grammar in the foreground. Believ-